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ABSTRACT

The migrant program is a national program legislatively mandated to "establish programs and projects designed to meet the special needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states." In Illinois, technical assistance and funds are provided to school districts and community agencies for developing supplemental educational services to meet the unique needs of 3,500 interstate and intrastate migrant children and 500 former migrant children. In order to meet the unique academic needs of these children, 5 main goals have been established: (1) extend funds to insure the success of program projects; (2) provide technical assistance to program personnel in the development, implementation, operation, and evaluation of migrant programs; (3) continue to identify impacted areas of migrant populations; (4) develop models for intercommunication between the permanent and migrant communities; and (5) encourage coordination of intrastate programs and cooperation of interstate programs and projects in order to provide continuity of educational experiences. This booklet provides guidelines to aid State Office of Education employees and local school personnel in developing effective migrant programs which comply with national and state policy. Topics are: eligibility; national, State, and local policy; State and local operations; the Migrant Student Record Transfer System; and program design. (Author/NQ)

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ILLINOIS MIGRANT PROGRAM GUIDELINES

PUBLIC LAW 89-750

Amendment to
Public Law 89-10

Elementary and Secondary Education Act
of 1965

NOVEMBER, 1975

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Preface

These guidelines are to serve the Illinois Office of Education employees and local school personnel in developing effective migrant programs that comply with national and state policy.

ELIGIBILITY

Eligible migrant children fall into one of the following three categories:

I. Interstate - A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian or member of his family might secure temporary or seasonal employment in agriculture or in related food processing activites.

II. Intrastate - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his family might secure temporary or seasonal employment in agriculture or in related food processing activities.

III. Formerly Migratory (Five year Migrants) - A child who has been an interstate or intrastate migrant as defined above, but along with his parents or guardian, has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

National funding is allocated on the basis of the number of migratory children in a state, including current and formerly migratory children.

Formerly migratory children may participate in projects which include currently migratory children, or may participate in projects developed solely for such formerly migratory children, provided that:

I. Their participation will not prevent the participation of currently migratory children nor dilute the effectiveness of programs for such children;

II. There is on file valid documentation of the child's eligibility status; and

III. There is on file the signature of the parent or guardian indicating consent to the child's participation.

NATIONAL POLICY

The migrant program is a national program that is legislatively mandated:

> "To establish programs and projects designed to meet the special needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."

Programs are to be project-oriented and child-centered. Migrant Program funds are generally used to stimulate the development of comprehensive quality programs and services, to demonstrate innovative practices and procedures, and to encourage educational reforms which will enhance the learning potential of migrant children. These monies are used to support activities which are in addition to, or go beyond, minimal basic types of programs normally provided through regular Title I, state, or other monies. They are not general support programs, construction, media or training programs; although these activities may be included as parts of projects, phases of multi-year projects, or as individual projects that supplement an existing comprehensive educational program.

The State educational agency shall be entitled to receive a grant equal to the estimated cost of the program as approved by the Commissioner if the total amount available for a grant for a fiscal year has been determined in accordance with the Migrant Student Record Transfer System, and if the Commissioner has approved an application for a grant.

The amount of the grant to which a State education agency shall be entitled to receive under this section shall be determined by the Commissioner on the basis of the best information on the number of children to be served and the nature and scope of the program. The Commissioner may redetermine this amount at any time during the fiscal year if the best information subsequently available should demonstrate a basis for such redetermination.

The information on which the Commissioner will determine the amount a State educational agency will receive under this section will include but not be limited to:

I. The total amount available to the State agency for its grant under MSRTS information

II. The estimated cost of program activities completed to date under preceding grant awards and the number of children who have been or are being served.

III. The estimated cost of other activities to be initiated before the end of the current project period (pursuant to the preceding grant award) and the estimated number of children to be served.

IV. The estimated cost of providing, if needed, special educational services that could be initiated before the end of the current project period and the number of children who could be served thereby if additional funds were made available, and

V. The unused amount from the State educational agency's grant pursuant to the preceding grant award.

Program operation funds should be expended at the state level in activities that are direct service to local projects. In order to clarify this position, the following are examples of allowable expenses from program funds:

I. Employment of office staff.

II. Conducting inservice training workshops.

III. Contractual statewide program evaluation services.

IV. Consultant services in areas of curriculum, project development, program support, etc.

STATE POLICY

The Illinois Office of Education provides technical assistance and funds to school districts and community agencies for developing supplemental educational services to meet the unique needs of 3,500 interstate and intrastate migrant children and 500 former migrant children.

In Illinois, the majority of migrant children (95%) are Spanish speaking Mexican-American children who come from the lower Rio Grande Valley in Texas. However, in the last two years some Spanish-speaking children have been identified as coming from Florida with Mexican and Puerto Rican parentage. Early in the spring and later in the fall, black and white migrant children have been identified as coming from the States of Georgia, Louisiana, and Arkansas. In general, these children by the fifth and sixth grades are behind at least one grade level in the various academic skills of reading, computation, and communication techniques.

Goals and Subordinate Objectives - Migrant children experience difficulty in the regular school environment because of their culturally different backgrounds and because of linguistic differences. In an attempt at meeting the unique academic needs of migrant children, the State of Illinois has established five main goals which are general in nature and are long ranged.

These goals are:

I. To extend funds to insure the success of program projects.

II. To provide technical assistance to program personnel in the development, implementation, operation, and evaluation of migrant programs.

III. To continue to identify impacted areas of migrant populations.

IV. To develop models for inter-communication between the permanent community and the migrant community.

V. To encourage coordination of intrastate programs and cooperation of interstate programs and projects in order to provide continuity of educational experiences.

Five subordinate objectives and activities have also been established. They are listed below and demonstrate the relationship between the SEA and the LEA in the State of Illinois. Collectively, these objectives determine the nature and scope of project plans and activities. As such they provide the basis for program design and evaluation. These objectives and activities have been designed to meet the program demands and student needs in each LEA.

I. The Illinois Office of Education will assist individual school districts with impacted populations of migrant children by providing technical educational services to meet the unique needs of migrant children.

A. By November, 1975, the revised state migrant guidelines will be prepared for publication.

B. By April 15, 1976, curriculum materials will be reviewed, evaluated, selected, and recommended for use in migrant programs.

C. By April, 1976, program models which include behavioral objectives will be developed for short duration and small migrant population areas.

D. Throughout the 1975-76 school year, support will be given to specially designated year-round tutorial services for the benefit of five-year migrants whose families are settling out of the migrant stream.

E. By April 15, 1976, LEAs will be informed of project approvals, allowing them sufficient time to secure the best possible staff for their summer programs.

F. By April, 1976, a circulating supplementary bicultural teacher(s) will be employed for the summer programs in the area of language arts with emphasis in language development.

G. The Illinois Office of Education will expand research efforts to develop valid and culturally appropriate testing instruments for migrant students, that provide measurements of intelligence and achievement in mathematics and reading.

H. By June, 1976, cooperative funding by local school programs will provide psychological counseling to referred children.

I. By May, 1976, curriculum packages will be revised in reading/language arts, which were designed to meet the unique needs of migrant children.

J. By May 15, 1976, the SEA will develop and implement a model for evaluation of its migrant curriculum packages.

K. By May 15, 1976, the curriculum materials in the mobile unit will be expanded to meet the needs of older bilingual migrant students.

L. By June, 1976, where appropriate, the SEA will continue to encourage the utilization of Spanish language curriculum materials in its migrant programs.

M. By August, 1976, the Illinois Office of Education will expand its service to include the unmet needs of handicapped migrant children.

N. By August, 1976, services will be expanded to pre-school children where their needs have not been fulfilled by responsible agencies.

II. The Illinois Office of Education will survey migrant staff personnel in order to conduct staff inservice programs. Statewide and local workshops will be planned and implemented to meet program personnel needs. Sessions are geared to the cognitive, affective, and psychomotor domains, such as reading, language arts, math, cultural concepts, arts and crafts, music and dance, and physical education. These

sessions stress good teaching methodologies, innovative techniques, and provide the opportunity of using new teaching materials and equipment. The local level will identify grade levels for individual students.

A. By March 15, 1976, three one-day workshops will be conducted for local project directors to provide assistance in improving management techniques for short-term summer programs.

B. During FY 1976, the SEA will sponsor semi-extension services to develop courses which will prepare teachers, hired on a regular basis for summer programs.

C. By June 20, 1976, a three-day statewide workshop for all migrant personnel will be conducted.

D. By August, 1976, bicultural specialists in oral language, psychological counseling, migrant education, and audio-visual services will have visited all migrant programs and provided projects with technical services.

E. By June, 1976, the SEA will develop guidelines for working with teacher aides in migrant programs.

F. By August, 1976, the SEA staff will provide additional technical assistance during the summer programs at the local level in the form of inservice workshops.

III. In order to expand the Title I educational effort for identified migrant children in the State of Illinois, the Illinois Office of Education will assist the LEAs in the following statewide recruiting efforts:

A. By April, 1976, at least three new program sites will be selected.

B. During May, 1976, two one-day workshops will be conducted for all recruiters.

C. The Illinois Office of Education will assist the LEAs by identifying

students who will qualify for Title I migrant funds.

D. The Illinois Office of Education will establish lines of communication between migrants, the SEA recruiter, and local recruiters.

E. The SEA will offer assistance in preparing proposals which meet the Title I Migrant Guidelines (state and federal).

F. The Illinois Office of Education, when requested, will offer assistance in identifying qualified staff, including directors, teachers, teacher aides, and recruiters.

G. The SEA will offer the LEAs assistance in completing the National Migrant Student Record Transfer System form.

H. The Illinois Office of Education will provide inservice training to staff members that will acquaint them with services provided by other agencies, including job placement, housing assistance, legal and social services, and medical services.

I. During FY 76, the migrant recruiter will continue to identify new migrant populations, to inform migrants of existing services available to them and to supervise local workers.

IV. The Illinois Office of Education will help improve community relations as they apply to migrants.

A. By June, 1976, the mobile migrant resource unit will expand its operation to include camp visits.

B. By May, 1976, a viable Statewide Advisory Council will be identified. Members will be solicited from the active migrant population in each local program site.

C. During FY 76, every local migrant program will have a minimum of two bicultural teachers, one of which can be a Texas teacher, and two bicultural aides.

D. During the summer of FY 76, the SEA will assist the LEA in providing weekend educational programs and activities for

high school age migrant children.

V. The Illinois Office of Education will develop interstate and intra-state cooperative projects.

A. By June 1, 1976, working cooperatively with other agencies in the State of Illinois, the Illinois Office of Education will update the handbook regarding all services available to migratory families.

B. By January 1, 1976, the Illinois Office of Education in conjunction with the Illinois Migrant Council will have completed a survey of migrant populations in the State of Illinois in order to implement new programs in those areas with impacted populations not presently being served.

C. The Illinois Office of Education and the Department of Children and Family Services will continue to expand the already existing cooperative programs.

D. During 1976, the Illinois Office of Education will continue communication with those agencies in the State of Illinois who offer services to migrant populations.

E. By April, 1976, a medical-dental unit on wheels will continue to be used to expand medical and social services.

F. By January, 1976, the Illinois Office of Education will be prepared to formally exchange migrant program research results with other states.

Other Major Goals - Further major program goals which the SEA will emphasize in working with the LEAs in the planning and implementation of migrant programs are as follows:

I. Provide a music program which can be correlated with other academic areas.

II. Assist the LEAs in securing medical dental, and nutritional care for all migrant children.

III. Encourage the LEAs in utilizing local resources to provide enrichment activities to broaden their experiential background.

IV. Provide LEA directors with an inservice session on theories for management behavior and improving of communication with their local personnel.

V. Conduct inservice for LEA personnel on the effective use of teacher aides.

VI. Use of exemplary LEA programs to help establish learning centers for all projects.

VII. Develop a systemized approach for assessing and diagnosing all preschool, kindergarten, and primary students as needed.

VIII. Establish a Migrant Education Center from which all testing and diagnostic materials will be disseminated.

IX. Compile a booklet with the cooperation of LEA personnel in the area of physical education.

X. Create a new secondary educational program for working age students.

STATE OPERATIONS

I. Program Approval - Programs may be approved and conducted at any time during a fiscal year and extensions may be made into the next fiscal year, if necessary, in order to provide a continuous program in areas where continued migrant impaction occurs.

II. Program Development - The state education agency assumes the function for program development and implementation normally exercised by the local education agency.

III. Contractual Services - State and local agencies conducting Title I Migrant Program projects may obtain available services by contraction with other public or private agencies including colleges and universities, and elementary and secondary schools.

Projects involving such contractual agreements must be planned and implemented by the state education agency directly or through a local agency and remain under its complete administrative control and direction.

IV. Appropriate Program Expenditures

A. Salaries, wages, and other personal service costs of permanent and temporary staff employees and consultants for the performance of services necessary for a program under Title I of the Act. This also includes the costs of regular contributions of employers to retirement, workman's compensation, and welfare funds, and payments for leave earned with respect to such services

B. Communications

C. Utilities

D. The purchase of consumable supplies, including stationery

E. Printing and acquisition of printed and published materials

F. Travel and transportation expenses

G. Acquisition (by purchase or lease) and maintenance and repair of necessary equipment

H. Minor alterations in previously completed building space for use in the program under Title I of the Act

I. The rental of office space in privately and publicly owned buildings for use in the administration of the program under Title I of the Act:

1. The expenditures that are necessary for and properly related to the efficient administration of the program

2. The State will receive the benefits of the expenditures during the period of occupancy commensurate with such expenditures

3. The amounts spent are not in excess of comparable rental in the particular locality

4. In case of a publicly owned building, similar charges are made to other state and local agencies occupying similar space for similar purposes.

J. The acquisition of leasehold and other interests in land necessary for educational agencies to carry out approved projects successfully.

K. In exceptional cases, the construction of buildings and the structural alteration of existing buildings.

V. Payment to Principals and Supervisors - The underlying question that must be answered is whether or not the contract terms of the person were such that would free him from his regular duties to accept

employment in the Title I ESEA, Migrant Program project full time or on a pro rata basis.

VI. Payment to Beneficiaries Under Other Federal Programs - There is no objection to hiring personnel who also receive compensation under another Federal program provided that such other employment does not interfere with the grantees' obligations nor act to reduce the payment benefits the grantees were receiving from such other Federally-funded program.

VII. Payment for Training Personnel - Persons qualified include teachers, teacher aides, and other personnel essential to the success of migrant programs. Basic types of training include:

A. Workshops and institutes

B. Summer educational course work

C. Saturday and evening classes during the academic year.

Training activities may be provided as a component of a project which includes direct instructional services, or as a component of a project which does not include within itself instructional services, but supplements a program providing such services.

State educational agencies conducting projects under the Title I Migrant Program may employ and pay personnel to carry-out the training activities and may also pay trainees on the basis of the amount of time they spend in these activities. Payment to personnel on the basis of time spent in training, either during the school year or during the summer, should not exceed the amounts commonly paid for such training activities funded through the Title I Migrant Program.

Payment may be made to trainees or on their behalf to institutions of higher learning for tuition and fees for courses whether or not college credit is granted, provided they will enroll in courses related to migrant education and will be employed in migrant education programs.

VIII. Payments to Student - Payments may be made to students involved in work study projects.

IX. Annual Financial Report - By November 30, following the close of each fiscal year, the state education agency on an "Annual Financial Report" (OE Form 4319) will report the total expenditures and unliquidated obligations incurred during the fiscal year and any adjustments of expenditures for the Title I Migrant Program. Such reports will serve as a basis of reporting to Congress.

X. Equipment Inventory - Inventories of equipment purchased by the state education agency must be maintained at all times for items costing $100 or more per unit, this shall be maintained for the useful life of the equipment or until some disposition of the equipment has been made. The inventory shall also include all items of equipment temporarily placed on the premises of a local education agency, private non-profit organization, or private school.

XI. Carry-over Funds - State education agencies are required to keep a separate accounting of state administration and project expenditures. Records must also be maintained by fiscal year appropriation. Expenditures from carry-over funds are to be accounted to the fiscal year from which the funds were authorized and should be expended at the beginning of the ensuing year before funds for the current fiscal year are expended. Where projects were funded out of more than one fiscal year, accounts are to be maintained for each fiscal year from which funds are utilized.

XII. Liquidation of Obligations - Obligations entered into by state agencies, local educational agencies, or private non-profit agencies shall be liquidated prior to the end of the fiscal year following the fiscal year in which such funds are made available, unless prior to the end of that fiscal year, the state education agency determines that the time

for so liquidating specific obligations (such as those for construction) should be extended, and notifies the U. S. Commissioner of Education of the extension.

XIII. Unexpended Monies

A. Availability of excess monies should be reported to the state education agency by the local education agency.

The state education agency can then:

1. Require the project applicant to submit a project amendment specifying project components that will utilize the excess monies
2. Advise other local agencies eligible for migrant program funds that additional funds are available for use and that the agency will entertain the submission, by them, of project proposals or project amendments in keeping with the state objectives for migrant education
3. Design or amend a local agency project, as determined by the needs assessment, which will utilize the monies made available.

B. Unexpended funds must be returned to the state education agency at the conclusion of the project. The state education agency will make a determination of how and where such funds can best be used in the succeeding fiscal year to serve migrant children.

XIV. Private School Migrant Children - Services for private school migrant children must comply with the following guidelines:

A. All services provided must be under the complete administrative direction and control of a state or local public agency

B. Federal funds made available under Title I Migrant Program with respect to private school migrant children, must be used to supplement the level of private school funds expended for the education of migrant children, in no case, supplant such funds.

LOCAL POLICY

Within the limits of national and state migrant policy, local projects should provide services for migrant children that meet creatively local needs. Projects may be supported when designed to:

I. Provide special educational services directly to migrant children

II. Supplement an existing educational program in which such direct services are provided.

LOCAL OPERATIONS

The following steps should be followed when designing a program for migrant children,

I. Commitment - The initial step is a commitment to provide the best possible project for migrant children. This must include the involvement of administration, teaching staff, and parents in the form of a Parent Advisory Council.

II. Selection of Target Area - Staff must identify the population to be served.

III. Needs Assessment - Data on the educational background of target population must be collected. Deficiencies must be diagnosed, and needs classified and listed in order of priority.

IV. Objectives - The objectives of the project should be stated in behavioral terms. Performance objectives are the key to the design of the project. A performance objective should do four things:

A. Indicate the person affected (Problem Statement)

B. Describe the behavior expected (Objective Statement)

C. Specify the conditions under which the behavior will take place (Activity Statement)

D. State the level of performance that is expected. (Evaluation Statement)

V. Activities - For each stated objective, there must be a specific plan that includes:

A. Detailed description of each major activity

B. Focus on the precise resources, methods and procedures to be employed in carrying out the activity, including staff

and inservice training requirements, facilities, equipment and materials.

VI. Program Design - (See section titled Program Design)

VII. Resource Determination - Identify all possible resources which can be used in forming the solution to meeting local needs. This process should include coordination with local, state, and other Federal efforts.

VIII. Evaluation - Appropriate evaluation should be built into the program objectives so that there is a direct correlation between desired outcomes and what specific methods and instruments are used for evaluation. An appropriate project expenditure is the employment of a specialist in evaluation from institutions of higher learning and regional educational laboratories.

IX. Dissemination - The effectiveness of the project should be reported to the board of education, the administrator, faculty, Parent Advisory Council, community and appropriate state and Federal agencies.

X. Financial Accountability

A. Record of Transaction - Each project must keep a record of transactions that comply with the following regulations:

1. Entries should be made daily as the transactions occur
2. A separate accounting must be maintained for each numbered project
3. A separate accounting must be maintained for receipts and expenditures pertaining to each fiscal year. Much care should be exercised to account fiscal transactions to their proper funding year, particularly when current fiscal year expenditures are occurring simultaneously with expenditures of funds carried over from a previous year.

B. Retention of Records - Each state education agency and local education agency receiving a grant under Title I Migrant Program shall keep, intact and accessible, all records related to such Federal grants or the accountability of the grantee for the expenditure of such grants:

1. For five (5) years after the close of the fiscal year in which the expenditure was made
2. Until the state education agency is notified that such records are not needed for administrative review, whichever is the earlier.

C. Audit - Compliance must be made with the following regulations:

1. Funds dispersed by the authorized agency were received and properly accounted for
2. Payments reported by the school or agency were actually made to the vendors, contractors, and employees, and that they conform to applicable laws and regulations, including procurement requirements
3. Obligations reported were actually incurred during the period for which the project was approved and, upon liquidation, were properly adjusted
4. The same item is not reported as an expenditure for two fiscal years
5. All obligations claimed for federally-supported projects were made for properly approved projects and can be identified with those projects

6. State educational agency rules applicable to equipment records and controls were followed
7. Costs, such as salaries, travel, etc., were correctly prorated
8. The sources of funds expended for federally-reimbursed projects were stated correctly
9. The same expenditures were not claimed under more than one Federal program
10. Unexpended funds, advanced or over paid, were returned promptly or otherwise correctly accounted for
11. If the local agency is on a fiscal year different from the Federal fiscal year, the audit report reflects outstanding obligations in sufficient detail to permit identification of subsequent payments
12. Such obligations should be compared with reports submitted by the participating schools and agencies to the state education agency.

The audit report should be properly certified by the auditor to the effect that the procedures he used to verify and otherwise substantiate his findings are in accordance with the procedures outlined above.

Since 1968, an interstate Migrant Student Record Transfer System has been in existence with the stated purpose of providing to state education agencies educational and supportive type data on individual migrant students. The headquarters for the record transfer system is in Little Rock, Arkansas. As of September 1, 1973, the MSRTS (Migrant Student Record Transfer System) has been updated to make the information more relevant to state educational agencies.

In recent months, the MSRTS-2 has taken on new significance as it is presently proposed to use the number of students registered on the data bank as the basis for state funding.

Local educational agencies are responsible for registering all migrant students on the data bank. The following ideas summarize the processes involved in using the data bank:

I. The LEA (local education agency) identifies migrant students

II. The LEA collected vital statistics on each migrant child

III. The LEA sends all registration forms (IOE 20-29) to the terminal operator, Ms. Karen Bangert, Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777.

IV. The terminal operator transmits registration information to the data bank in Little Rock, via teletype

V. Little Rock sends available information on each child enrolled directly to the LEA

VI. The LEA uses this information to diagnose a migrant child's needs, and thus provide him with a more relevant educational experience

VII. The LEA updates information on the MSRTS-2 forms for each child. This information is to be placed on the forms in red ink.

VIII. The LEA sends updated forms to the terminal operator in Springfield *

IX. The terminal operator transmits this information to the data bank headquarters in Little Rock

X. The LEA receives an updated MSRTS-2 form on each child.

XI. The LEA must withdraw each child when he leaves a school district

XII. The MSRTS-2 forms showing the withdrawal of a migrant child will be sent to the LEA

XIII. When a migrant child returns to the same LEA, the process begins over again so that the LEA can obtain information about where the migrant child has been since he last left the local district.

*This information should be sent as soon as it is received in the school district. Please do not delay the transmission of any data on any child.

PROGRAM DESIGN

The following outline is designed to provide a local district with a more concise framework in which to plan a project.

I. Instruction

A. Communication Skills and Mathematics - Emphasis should be placed on communication skills (oral and written expression, reading, English as a second language), and mathematics. The approach to these basic skills should be individualized and organized and diagnostic in nature. These basic skills should be approached in a manner that involves their application to functional situations. The organizational framework should maximize the development of positive self-concept. Conditions that stimulate learning, such as family groups, should be created and incorporated into the instructional design. The specific activities used to teach basic skills should be flexible to meet local individual needs. The use of criterion reference material is recommended (Michigan Oral Science Units, Texas Oral Language Program, Florida Criterion Reading Project).

B. Supplemental Activities - All of the following examples of supplemental activities should be reviewed as a vehicle for improving a child's basic skills:

1. Career awareness
2. Field trips
3. Bicultural experiences

4. Physical education

5. Music

6. Art

7. Dance

II. Instructional Staff

A. Provision of one teacher and one or two aides for every fifteen students

B. Selection of bilingual-bicultural teacher aides

C. Selection of migrant parents as teacher aides.

III. Support Services

A. Home recruitment of children to program

B. Bi-weekly visits by teacher and aides to the homes of migrant children

C. Program activities that involve parent participation

D. Provision of health services -- audio-visual screening, physicals with appropriate follow-up, dental screening and necessary treatment

E. Use of MSRTS-2 for diagnostic purposes and student evaluation

F. Eligibility forms signed by parents of all participating migrant children

G. Provision of nutritional services.

IV. Supportive Staff

A. Recruiter - This person is responsible for the identification of migrant students, in the coordination of educational services and local social services appropriate to migrant needs, and in providing two way communication between home and school

B. Medical Personnel - These persons are responsible for providing adequate medical and dental services to migrant children

* C. Parent Advisory Council

D. MSRTS-2 - One person should be designated to oversee the entire process of using the data bank

E. Nutritional Staff.

* - There are two major changes in the federal and state guidelines:

I. The fact that formerly migratory children now generate funds and are enrolled on the MSRTS was mentioned in a previous section.

II. The second change concerns the required extent of parental involvement in the planning and implementation of state programs. This section mandates the establishment of one or more parent advisory councils in each State conducting a migrant program.